Portobello Primary School

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Digital Literacy Strategy

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**Introduction:**

Digital literacy is essential for preparing students for life in a rapidly evolving technological world. This strategy outlines how our school will develop students’ digital skills, promote safe online practices, and integrate technology into teaching and learning.



(AI Generated, 2025)

**Developing a Digital Literacy Strategy:**

* This strategy was written and produced by Callum Bone STEM, Computing and Digital Learning Lead at Portobello Primary School.
* The strategy relates to all elements of Digital Learning at Portobello Primary School.
* As part of the publication of this strategy all areas of digital Learning were reviewed to ensure children are given sufficient opportunity to develop digital literacy skills across the curriculum.
* A literature review was completed to ensure this strategy was relevant and implemented in accordance with current research.

**Strategy Aims:**

Our Digital Literacy Strategy aims to:

* Ensure all children are confident and competent users of digital technologies.
* Promote safe, responsible, and ethical online behaviour.
* Support creative, collaborative, and critical engagement with digital tools.
* Integrate digital literacy across the curriculum.
* Provide equitable access to technology and support for all learners.
* Ensure children have a transferable digital skillset to use across the Primary National Curriculum.

**Definitions and Literature Review**

**1. Introduction**

Digital literacy is increasingly recognized as a core competency in 21st-century education. In primary schools, it encompasses more than technical skills—it includes the safe, critical, and creative use of digital technologies to support learning and participation in digital life (Ng, 2012). This review explores key themes in current research: the definition of digital literacy, its importance in primary education, pedagogical strategies, and the challenges of implementation.

**2. Defining Digital Literacy**

The term "digital literacy" has evolved to reflect the growing complexity of digital engagement. Gilster (1997) originally defined it as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. More recently, the European Commission (2018) expanded this to include digital safety, collaboration, and content creation. For primary-aged learners, digital literacy is best framed as a set of age-appropriate competencies that blend ICT use, media literacy, and digital citizenship (Belshaw, 2014).

**3. Importance in Primary Education**

Research supports the integration of digital literacy into primary education. According to the OECD (2019), developing digital competencies from a young age improves long-term academic outcomes, particularly in problem-solving and collaboration. Furthermore, Becta (2010) highlights that digital literacy enhances engagement and motivation, especially among reluctant learners. Given the ubiquity of digital technology in children's lives, early instruction in digital skills is now considered foundational, not optional (Livingstone et al., 2011).

**4. Pedagogical Strategies**

Effective digital literacy instruction in primary education is often cross-curricular, using digital tools to enhance subject-specific learning (Passey et al., 2018). Teachers employ apps, coding platforms (like Scratch), and multimedia storytelling to build digital skills while meeting core learning objectives (Falloon, 2015). A constructivist approach—where learners actively create and evaluate digital content—has been found particularly effective (Hague & Payton, 2010).

Additionally, the role of the teacher is central. Ertmer and Ottenbreit-Leftwich (2010) emphasise that teachers' confidence and digital competence strongly influence successful implementation. Professional development is therefore essential.

**5. Challenges and Barriers**

Despite its benefits, digital literacy implementation faces several challenges in primary schools. Access remains a concern, especially in disadvantaged areas where home connectivity and device availability are limited (Ofcom, 2023). Teachers also report inconsistent training and confidence in delivering digital skills (Selwyn, 2016). Moreover, concerns around online safety and screen time complicate the debate, prompting calls for more robust safeguarding policies (Livingstone et al., 2017).

**6. Conclusion**

Digital literacy is a vital part of current primary education, supporting not only academic development but also lifelong learning and responsible digital citizenship. While research affirms its importance, practical implementation requires systemic support including infrastructure, teacher training, and curriculum integration. As digital environments continue to evolve, so too must our approach to literacy in the early years.

**Computing at Portobello Primary School:**

**Computing Curriculum Intent**

In Portobello Primary it is our intent to develop a love of Computing and provide children with the ability to enhance their knowledge, skills and understanding through different types of media. Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically.

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality Computing curriculum which equips children to use technology to think creatively and to begin to comprehend the vast world in which they live, and how technology has and will change this. We acknowledge that future generations will rely heavily on their confidence with technology and digital skills in order to support their progress within their chosen career paths. Therefore, we want to enable our children to become active participants in the digital world. Key to this is that we teach them to how to be respectful, responsible and confident users of technology, aware of how keep themselves and others safe online. More recently, technology has had an impact on the physical and emotional well-being of our children. Technology is used as a way of encouraging children to be active throughout the school day. This has had a positive impact on fitness, concentration, attention and emotional well-being. It is also a way for some children to communicate their thoughts and feelings.

It is our aim to equip children with the relevant skills and knowledge that is required to understand the three core areas of Computing - Computer Science, Information Technology and Digital Literacy and to offer a broad and balanced approach to providing quality first teaching.

**Computing Curriculum Implementation**

In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum.

We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.

We teach Computing using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their Computing topics. Through the teaching of Computing we endeavour to expose children to a variety of software, programmes, and equipment in order to offer an age appropriate range of appropriate challenges and experiences.  It is our aim to equip children with the relevant skills and knowledge that is required to understand the three core areas of Computing:

* **Computer Science** – the understanding of coding and programming across a range of physical devices and digital resources.
* **Information Technology**– the range of skills required to operate and manipulate specific programs, systems, and content.
* **Digital Literacy**– the knowledge required to use technology safely and to evaluate and react to any potential risks of the online/digital world.

We wish for our children to enjoy participating in online activities. Therefore, a vital part of implementing our Computing curriculum is to ensure that the safety of our children is paramount. We prioritise giving children the necessary skills to keep themselves safe online. We recognise that as the digital technology world changes, so must our curriculum. We reflect upon key issues, new initiatives and equip children with the knowledge, skills and understanding they need to thrive in the digital world of today and the future.

Online safety is embedded and taught throughout all curriculum areas and we address issues as they arise. Each year we also celebrate Safer Internet Day in school. Coordinated in the UK by the UK Safer Internet Centre, the celebration sees thousands of organisations get involved to promote the safe, responsible and positive use of digital technology for children and young people. From EYFS-Year 6 pupils partake in a range of activities linked respectful and safe usage of the internet. Part of the day is also spent exploring how the internet works and the wider use of technology beyond the school boundaries. At Portobello Primary we celebrate by putting children and young people’s voices at the heart of the day and encouraging them to shape the online safety support that they receive.

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos**

The term ‘sharing nudes and semi-nudes’ is used to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. The term ‘nudes’ is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents. In Portobello Primary the learning about the sharing of nudes and semi-nude images and/or videos is located within the Relationships Education and Relationships and Sex Education curriculum, as well as our Computing programme. In our Online Safety topics; Self-image & identity, Online relationships and Online reputation children are educated on the basic principles of consensual image sharing. This is delivered to our primary-aged children, without the need to discuss the sharing of nudes and semi-nudes specifically.

**Computing Curriculum Impact**

By the time our children leave us in Key Stage Two they will have gained key knowledge and skills in the three main areas of the Computing curriculum - Computer Science, Information Technology and Digital Literacy. Within Computing we encourage a creative and collaborative environment in which children can learn to express and challenge themselves. The knowledge and skills developed in our Computing lessons equip children with experiences which will benefit them in the next stage of their life and future lives as adults.

**Supporting the development of Spiritual Moral Social Cultural Development**

Computing provides opportunities for reflection of awe and wonder about the achievements of technology today and begin to imagine the possibilities for the future. We raise the awareness and give our children the opportunity to reflect on how computers can sometimes perform better in certain activities than people. We promote moral development through teaching the importance of online safety. Asking children to reflect upon possible consequences of different actions and situations, and whether it is fair that some people in this country and in other countries cannot use the internet. It is crucial our children have the knowledge and tools to report any instances of bullying, cyber-bullying and online safety issues. Embedded into the curriculum is the teaching and discussing of the different ways that the internet has impacted on communication. The pandemic has resulted in Computing becoming an ever-popular way of communicating with people in close proximity and further afield. We equip the children with the social skills for the challenges of living and learning in a technologically enriched interconnected world.

As children develop their Computing skills they are able to learn co-operatively in groups or pairs. We encourage them to take action to find solutions whilst developing respect for the ideas and opinions of others they are learning with. Computing can also help some of our children to express themselves clearly and to communicate. Whilst learning across the curriculum we ask children to reflect on how different cultures are portrayed on the internet. We take an analytical approach to exploring how technology has changed our culture, with the ability to communicate instantly nationally and internationally. Thus, breaking through of linguistic and cultural barriers. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this.

**Computing Curriculum Assessment and Monitoring**

Computing is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Subject leaders also discuss Computing with Senior Leaders termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence where appropriate to support evidence of attainment and progress of children against the National Curriculum objectives. For some topics, such as Online Safety, this evidence is compiled into a whole school floor book. At the end of each lesson children are provided with reflection time for them to self and peer assess against the learning objectives.

**Computing Primary National Curriculum**

**National Curriculum for Key Stage 1**

Pupils should be taught to:

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**National Curriculum for Key Stage 2**

Pupils should be taught to:

* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

*(Department for Education (DfE), 2014)*

**Education for a Connected World Framework (2020)**

At Portobello Primary School our Digital Literacy Strategy is underpinned by The **Education for a Connected World (EfCW)** framework. Developed by the **UK Council for Internet Safety (UKCIS)**, it provides **age-appropriate guidance** for teaching children and young people how to **navigate the digital world safely, respectfully, and effectively**. It is designed to **support the National Curriculum** and promote **digital resilience**.

**Purpose:**

* To outline the **knowledge, skills, and behaviours** children need to thrive **safely online** from ages 4 to 18.
* To help educators deliver **progressive digital education** across the curriculum.
* To complement existing statutory guidance, including **RSHE**, **Computing**, and **Keeping Children Safe in Education**.

### ****Key Themes (Strands):****

The framework is structured around **eight strands** of digital development:

1. **Self-image and identity**  
   Understanding online self-perception and identity formation.
2. **Online relationships**  
   Managing relationships and communication in digital contexts.
3. **Online reputation**  
   Awareness of how digital actions can impact reputation.
4. **Online bullying**  
   Recognizing and responding to cyberbullying.
5. **Managing online information**  
   Evaluating digital content for accuracy, bias, and reliability.
6. **Health, well-being and lifestyle**  
   Understanding the impact of screen time and digital behaviours on health.
7. **Privacy and security**  
   Protecting personal data and understanding digital security.
8. **Copyright and ownership**  
   Understanding legal and ethical aspects of content use and creation.

**Progression:**

* The framework is divided into **year group expectations** (Reception through Year 13).
* Each strand includes **learning outcomes** that build in complexity as pupils mature.

**How It's Used at Portobello Primary School:**

* By **teachers**, to plan and assess digital literacy and online safety lessons.
* By **school leaders**, to develop whole-school digital safeguarding strategies.
* By **parents and carers**, to understand what children should know about online life.

**Developing Digital Literacy Skills at Portobello Primary School**

At Portobello Primary School, we recognise that digital literacy is an essential skill for children growing up in today’s technology-driven world. Our aim is to equip all pupils with the knowledge, skills, and attitudes necessary to use digital technologies safely, creatively, and responsibly.

**Our Commitments:**

1. **Curriculum Integration**  
   We embed digital literacy across the curriculum by following the National Curriculum Computing Programme, ensuring pupils learn essential skills such as coding, online safety, and understanding digital devices. Digital tools will also support learning in subjects like English, Mathematics, and History.
2. **Age-Appropriate Technology**  
   We use educational apps, games, and resources appropriate for primary-age children, such as Scratch Jr, to engage pupils in learning digital skills in a fun and interactive way.
3. **Online Safety and Responsible Use**  
   We deliver regular lessons on online safety, digital citizenship, and responsible use of technology, utilising trusted resources such as the UK Safer Internet Centre. Children are taught to protect their privacy, recognise risks, and behave respectfully online.
4. **Creativity with Digital Tools**  
   We encourage children to express themselves creatively using digital media, including creating digital stories, animations, music, and videos, fostering both technical skills and imagination.
5. **Access to Technology**  
   We strive to provide equitable access to digital devices for all children through laptops, iPad use and STEM Hub resources ensuring every child can develop their digital skills.
6. **Teacher Training**  
   We commit to ongoing professional development for all staff to ensure confidence and competence in teaching digital literacy and integrating technology effectively into learning.
7. **Parental Engagement**  
   We actively involve parents and guardians by offering workshops, resources, and guidance on supporting children’s safe and productive use of technology at home.
8. **Problem-Solving and Critical Thinking**  
   We promote logical thinking and problem-solving through puzzles, coding challenges, and activities that deepen understanding of how technology works beyond simple use.
9. **Introduction to Coding and Robotics**  
   We provide opportunities for pupils to explore basic coding and robotics using tools like Ozobots, Microbits and VEX Robotics fostering computational thinking from an early age.
10. **Digital Literacy Clubs and Competitions**  
    We support extra-curricular activities such as coding clubs and digital creativity competitions, including participation in national initiatives like VEX 123, VEXGO and VEXIQ.

**Digital Literacy Benefits**

### 1. ****Prepares Children for a Digital World****

* Digital tools are integrated into all aspects of modern life.
* Early digital literacy helps children navigate everyday technologies with confidence (Ng, 2012).

### 2. ****Supports Cross-Curricular Learning****

* Enhances engagement and achievement across subjects (e.g., using multimedia in English or experiments in Science).
* Encourages independent learning and critical thinking (Passey et al., 2018).

### 3. ****Promotes Online Safety and Responsibility****

* Teaches children how to recognise online risks (e.g., cyberbullying, fake news, privacy concerns).
* Fosters respectful digital behaviour and awareness of digital footprint (UKCIS, 2020).

### 4. ****Develops Critical Thinking and Information Skills****

* Helps children evaluate the reliability of online sources.
* Builds media literacy and awareness of bias, manipulation, and misinformation (Livingstone et al., 2011).

### 5.  ****Improves Communication and Collaboration****

* Encourages safe, appropriate use of digital platforms for teamwork and idea-sharing.
* Builds social-emotional skills in digital contexts (e.g., empathy in online messaging).

### 6. ****Equips for Future Employment and Lifelong Learning****

* Lays the foundation for future coding, data, and IT skills.
* Builds adaptability and confidence in using new technologies (OECD, 2019).

### 7. ****Boosts Creativity and Expression****

* Empowers children to create digital stories, games, animations, and presentations.
* Supports diverse learning styles and inclusive expression (Hague and Payton, 2010).

### 8. Innovation

* Encourages pupil voice, choice, and agency in learning.

**Building Cultural Capital through Digital Literacy**

We offer opportunities that broaden children’s cultural capital by:

* Introducing children to diverse digital role models and careers, inspiring all children to see themselves as future innovators and creators.
* Facilitating global connections and collaborative projects with peers from different communities to foster cultural understanding and empathy.
* Providing access to innovative technologies such as virtual reality, AI and robotics.
* Teaching digital citizenship, ethics, and awareness of digital rights and inequalities.
* Ensuring all pupils have equal access to technology, addressing socio-economic barriers to participation.
* Promoting independent learning through access to online platforms and digital libraries.

**Monitoring and Review:**  
This strategy will be reviewed annually by the Head Teacher and Computing Lead to ensure it remains effective and up to date with technological and educational developments.

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**Appendix 1:**

**Education for a Connected World Framework (2020) Implementation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **At Year 1**  **Expectations** | **At Year 2 Expectations** | **At Year 3**  **Expectations** | **At Year 4**  **Expectations** | **At Year 5**  **Expectations** | **At Year 6 Expectations** |
| **1. Self-Image and Identity** | I can recognise that there may be people online who could make me feel sad, embarrassed or upset.  If something happens that makes me feel sad, worried, uncomfortable or frightened.  I can give examples of when and how to speak to an adult I can trust. | I can explain how other people’s identity online can be different to their identity in real life.  I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened.  I can give examples of how I might get help. | I can explain what is meant by the term ‘identity’.  I can explain how I can represent myself in different ways online.  I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). | I can explain how my online identity can be different to the identity I present in ‘real life’.  Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. | I can explain how identity online can be copied, modified or altered.  I can demonstrate responsible choices about my online identity, depending on context. | I can describe ways in which media can shape ideas about gender.  I can challenge and explain why it is important to reject inappropriate messages about gender online.  I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.  I know and can give examples of how I might get help, both on and offline.  I can explain why I should keep asking until I get the help I need. |
| **2. Online Relationships** | I can use the internet with adult support to communicate with people I know.  I can explain why it is important to be considerate and kind to people online. | I can give examples of how I might use technology to communicate safely with others I don’t know well. | I can describe ways people who have similar likes and interests can get together online.  I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak).  I can explain some risks of communicating online with others I don’t know well.  I can explain why I should be careful who I trust online and what information I can trust them with.  I can explain how my and other people’s feelings can be hurt by what is said or written online.  I can explain what is meant by ‘trusting someone online’.  I can explain why this is different from ‘liking someone online’. | I can describe strategies for safe and fun experiences in a range of online social environments.  I can give examples of how to be respectful to others online. | I can explain that there are some people I might communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.  I can make positive contributions and be part of online communities.  I can describe some of the communities in which I am involved and describe how I collaborate with others positively. | I can show I understand my responsibilities for the well-being of others in my online social group.  I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).  I can demonstrate how I would support others (including those who are having difficulties) online.  I can demonstrate ways of reporting problems online for both myself and my friends. |
| **3. Online Reputation** | I can recognise that information can stay online and could be copied.  I can describe what information I should not put online without asking a trusted adult first. | I can explain how information put online about me can last for a long time.  I know who to talk to if I think someone has made a mistake about putting something online. | I can recognize I need to be careful before I share anything about myself or others online.  I know who I should ask if I am not sure if I should put something online. | I can describe how others can find out information about me by looking online.  I can explain ways that some of the information about me online could have been created, copied or shared by others. | I can search for information about an individual online and create a summary report of the information I find.  I can describe ways that information about people online can be used by others to make judgments about an individual. | I can explain how I am developing an online reputation which will allow other people to form an opinion of me.  I can describe some simple ways that help build a positive online reputation. |
| **4**. **Online Bullying** | I can describe how to behave online in ways that do not upset others and can give examples. | I can give examples of how bullying behaviour could look online and how it can make someone feel.  I can talk about how someone can/would get help about being bullied online or offline. | I can explain what bullying is and can describe how people may bully others.  I can describe rules about how to behave online and how I follow them. | I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).  I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | I can recognise when someone is upset, hurt or angry online.  I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.  I can explain how to block abusive users.  I can explain how I would report online bullying on the apps and platforms that I use.  I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). | I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.  I can identify a range of ways to report concerns both in school and at home about online bullying. |
| **5**. **Managing Online Information** | I can use the internet to find things out.  I can use simple keywords in search engines.  I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. | I can use keywords in search engines.  I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).  I can explain what voice activated searchingis and how it might be used (e.g. Alexa, Google Now, Siri).  I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.  I can explain why some information I find online may not be true. | I can use key phrases in search engines.  I can explain how to choose the best suggestion from ones that come up in a search.  I can explain how the internet can be used to sell and buy things.  I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. | I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’.  I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).  I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.  I can explain that some people I ‘meet online’ (e.g. through social media) may be computer programmes pretending to be real people.  I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. | I can use different search technologies.  I can evaluate digital content and can explain how I make choices from search results.  I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.  I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).  I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’.  I can explain what is meant by a ‘hoax’. I can explain why I need to think carefully before I forward anything online.  I can explain why some information I find online may not be honest, accurate or legal.  I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). | I can use search technologies effectively.  I can explain how search engines work and how results are selected and ranked.  I can demonstrate the strategies I would apply to be discerning in evaluating digital content.  I can describe how some online information can be opinion and can offer examples.  I can explain how and why some people may present ‘opinions’ as ‘facts.’  I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’).  I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important.  I can identify, flag and report inappropriate content. |
| **6. Health, Wellbeing and Lifestyle** | I can explain rules to keep us safe when we are using technology both in and beyond the home.  I can give examples of some of these rules. | I can explain simple guidance for using technology in different environments and settings.  I can say how those rules/guides can help me. | I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). | I can explain how using technology can distract me from other things I might do or should be doing.  I can identify times or situations when I might need to limit the amount of time I use technology.  I can suggest strategies to help me limit this time. | I can describe ways technology can affect healthy sleep and can describe some of the issues.  I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. | I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.  I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).  I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online). |
| **7. Privacy and Security** | I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school).  I can explain why I should always ask a trusted adult before I share any information about myself online.  I can explain how passwords can be used to protect information and devices. | I can describe how online information about me could be seen by others.  I can describe and explain some rules for keeping my information private.  I can explain what passwords are and can use passwords for my accounts and devices.  I can explain how many devices in my home could be connected to the internet and can list some of those devices. | I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.  I understand and can give reasons why passwords are important.  I can describe simple strategies for creating and keeping passwords private.  I can describe how connected devices can collect and share my information with others. | I can explain what a strong password is.  I can describe strategies for keeping my personal information private, depending on context.  I can explain that others online can pretend to be me or other people, including my friends.  I can suggest reasons why they might do this.  I can explain how internet use can be monitored. | I can create and use strong and secure passwords.  I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.  I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. | I use different passwords for a range of online services.  I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).  I know what to do if my password is lost or stolen.  I can explain what app permissions are and can give some examples from the technology or services I use.  I can describe simple ways to increase privacy on apps and services that provide privacy settings.  I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). |
| **8. Copyright and Ownership** | I can say why work I create using technology belongs to me (e.g. ‘it is my idea’ or ‘I designed it’). | I can describe why other people’s work belongs to them.  I can recognise that content on the internet may belong to other people.  I can save my work so that others know it belongs to me (e.g. filename, name on content). | I can explain why copying someone else’s work from the internet without permission can cause problems.  I can give examples of what those problems might be. | When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.  I can give some simple examples. | I can assess and justify when it is acceptable to use the work of others.  I can give examples of content that is permitted to be reused. | I can demonstrate the use of search tools to find and access online content which can be reused by others.  I can demonstrate how to make references to and acknowledge sources I have used from the internet. |